

Tabbing the Presentation Book

Tab Item	Signature	Plus	Notes
Say the Sounds and Say it Slowly/Say it Fast	<p><u>Level K</u> Lesson 6 Exercise 11</p> <p><u>Level K</u> Lesson 9 Exercise 11 <i>This stops at Lesson 40.</i></p>	<p><u>Level K</u> Lesson 106 Exercise 11</p> <p><u>Level K</u> Lesson 109 Exercise 11 <i>This stops at Lesson 136.</i></p> <p><u>Fast Start</u> Lesson 1 Exercise 10</p> <p>Lesson 1 Exercise 6 <i>This stops at Lesson 15.</i></p>	<p>Before these activities occur, the students say individual sounds and practice other blending activities like Say it Fast. In these activities, students are not saying the word slowly.</p> <p><i>Peanut....butter....say it fast</i></p> <p>Then, the tasks progress to students saying the words slowly first and then saying it fast. These are all oral activities. The children do not see the word.</p>
First Mastery Test	<p><u>Level K</u> Lesson 8, 15 and every fifth lesson through 105. Mastery Tests continue but are not required after this lesson. <i>MT 3 & 5 test rhyming skills. Use ERI's rhyming formats in place of the scripted instructions.</i></p>	<p><u>Level K</u> Lesson 108 and 112, 121, 131 and every fifth lesson. <i>Do not complete Mastery Test at 116 or 126.</i></p> <p><u>Fast Start</u> Lesson 7, 13, 20, 22. Complete all tests.</p> <p><u>Level One</u> Lesson 6 Complete all tests every fifth lesson until Lesson 54. Although Mastery Tests continue after Lesson 54, only the Rate and Accuracy tests are completed.</p>	<p>On the Assessment Forms, record the number of correct items over the total number of items. When the Individual Checkouts begin, the Mastery Tests are not required. <i>(See Individual Checkouts on the Tabbing Sheet.)</i></p> <p>Be careful when using Plus K and Fast Start. Mastery Tests do not follow a lesson pattern. Because some rhyming formats are omitted, the mastery tests are not completed.</p>



Tab Item	Signature	Plus	Notes
Sounding Out Words <i>(Continued)</i>	Lesson 40 Exercise 6 <i>Sound it out</i>	Lesson 136 Exercise 6 <i>Sound it out</i>	
		<u>Fast Start</u> Lesson 10 Exercise 7 <i>Say the sounds</i> <i>Sound it out</i>	
		Lesson 13 Exercise 10 <i>I'll move down the arrow</i> <i>Sound it out</i>	
		Lesson 17 Exercise 8 <i>Sound it out</i>	
	Lesson 60 Exercise 8 <i>Sound it out</i> <i>Don't sound</i> <i>Just tell</i>	<u>Level One</u> Lesson 6 Exercise 9 <i>Sound it out</i> <i>Don't sound</i> <i>Just tell</i>	<i>Sound it out. What word?</i> <i>Get ready to read the word the fast way. Don't sound it out. Just tell me the word.</i>
	Lesson 65 Exercise 6 <i>Sound it out</i> <i>Get ready to</i> <i>1,2,3,4,5</i>	Lesson 11 Exercise 6 <i>Sound it out</i> <i>Get ready to</i> <i>1,2,3,4,5</i>	<i>Sound it out. What word?</i> <i>Get ready to read the word the fast way. I'm going to count to five. See if you can remember the word.</i> <i>1,2,3,4,5 Get ready.</i>
	Lesson 65 Exercise 17 <i>Read fast</i> <i>Move down</i> <i>Read it fast</i>	Lesson 11 Exercise 17 <i>Read fast</i> <i>Move down</i> <i>Read it fast</i>	<i>You are going to read these words the fast way. I'll move down the arrow and stop under the sounds. But don't say the sounds aloud. Just figure out what you are going to say.</i> <i>Read it the fast way.</i> <i>(Blue/Red Box)</i>

Tab Item	Signature	Plus	Notes
Rhyming (Continued)	After Lesson 90 , the number of rhyming tasks are greatly reduced.	After Lesson 35 , the number of rhyming tasks are greatly reduced.	(Sounding out is faded.)
Funny Words	<u>Level K</u> Lesson 42 Exercise 9 <i>the and is</i> Lesson 89 Exercise 8 <i>scripted</i> <i>said</i>	<u>Level K</u> Lesson 138 Exercise 8-9 <i>is and the</i> <u>Fast Start</u> Lesson 17 Exercise 8 <i>the</i> Lesson 20 Exercise 8 <i>is</i> <u>Plus One</u> Lesson 1 Exercise 13 <i>the</i> Lesson 35 Exercise 8 <i>scripted</i> <i>said</i>	Be sure to sound out words the funny way not the way they are said. For some words the script is not explicit as to whether it is an irregular word. The words “is” and “the” are the first words teachers treat as funny with no script. See lesson numbers for those initial words that are treated as irregular or funny words in the script.
Sounds no longer appear on balls and arrows	<u>Level K</u> Lesson 51 Exercise 1	<u>Plus K</u> Lesson 147 Exercise 1 <u>Fast Start</u> Lesson 23 Exercises 1-7 <u>Plus One</u> Lesson 1 Exercises 1-5	Teachers should still use the loop signal and ignore the script’s call to touch.

Tab Item	Signature	Plus	Notes
First Sound Quick Sound Blending	<u>Level K</u> Lesson 43 Exercise 12 <i>Rhyming only at this lesson</i> Lesson 58 Exercise 9 <i>can</i>	<u>Level K</u> Lesson 139 Exercise 12 <i>rhyming only at this level</i> <u>Fast Start</u> Lesson 19 Exercise 12 <i>rhyming only at this level</i> <u>Plus One</u> Lesson 3 Exercise 12 <i>rhyming cat</i> Lesson 4 Exercise 9 <i>can</i>	When rhyming some words have a quick sound as the first sound. No looping signal is used. Start with finger under the quick sound and slash to end of word. However, not until Level K:58 and Plus One do students <u>sound the word out with the first sound being a quick sound</u> . Be sure to blend the first quick sound with the next continuous sound. Start under the first quick sound and loop immediately to the next continuous sound. Prompt students not to stop between the sounds.
Fluency Repetitions in the word lists	<u>Level K</u> Lesson 70 After Exercises 6-8	<u>Plus One</u> Lesson 16 After Exercises 6-8	After completing the word lists as scripted, the additional fluency steps should be added. This should be done for each word list in the lesson. <i>First word. What word?</i> <i>Firming up</i> <i>Top down, bottom up</i>
Storybook	<u>Level K</u> Book 1 Lesson 91 Book 2 Lesson 118 Book 3 Lesson 139	<u>Plus One</u> Storybook Lesson 37 Textbook Lesson 106	The students are reading stories on their worksheets until this lesson. Students will now read the story in the Storybook.
Story Reading Delivery Change	<u>Level K</u> Lesson 107	<u>Plus One</u> Lesson 53	Students no longer begin with, "Sound it out." Instead, teachers begin with, "First word. What word."



Tab Item	Signature	Plus	Notes
Individual Checkouts	<u>Level K</u> Lesson 108, 109 and 110. These continue every fifth lesson throughout RMII.	<u>Plus One</u> Lesson 54, 55, and 56. These continue every fifth lesson throughout Plus I and Plus II.	Teachers will need a stopwatch and will record results on the Assessment Forms. At this point, the teacher is not required to do both Mastery Test and Individual Checkouts. Teachers should ignore the directions in the TPB for checkouts. Use the script only to determine what is required for the students to read. Time the entire designated portion and record the exact time over the number of errors.
ar words	<u>Level K</u> Lesson 112 Exercises 4-6 <i>are, car, and tar</i> <i>Scripted in Level 1 Lesson 1.</i>	<u>Plus One</u> Lesson 58 Exercises 4-6 <i>are, car, and tar</i> <i>Scripted in Plus One Lesson 106.</i>	The script calls for these words to be sounded out as irregular words. The sound combination should be underlined and directly taught.
ir words	<u>Level K</u> Lesson 116 Exercise 11 <i>girl</i> <i>Not directly taught in Levels K and I.</i>	<u>Plus One</u> Lesson 62 Exercise 11 <i>girl</i> <i>Not directly taught in Plus I and II.</i>	The script calls for these words to be sounded out as irregular words. The sound combination should be underlined and directly taught.
Story Reading Delivery Change	<u>Level K</u> Lesson 119	<u>Plus One</u> Lesson 65	Students no longer begin with, "First word. What word?" Instead, teachers begin with, "Read each word on my clap."
Ending Build-ups	<u>Level K</u> Lesson 124 Exercise 15 <i>kiss</i> <i>kissed</i>	<u>Plus One</u> Lesson 70 Exercise 15 <i>kiss</i> <i>kissed</i>	After sounding out a word, students are given the same word with an ending.



Tab Item	Signature	Plus	Notes
Words beginning with two consonants	<u>Level K</u> Lesson 125 Exercise 10 <i>sleep</i>	<u>Plus One</u> Lesson 71 Exercise 10 <i>sleep</i>	Students sound out a part of the word and say it fast. Then students say the first consonant and the part. Students then read the fast way and sound it out.
al words	<u>Level K</u> Lesson 128 Exercises 12-15 <i>walk and talk</i> <i>Not scripted until Level II Lesson 30.</i>	<u>Plus One</u> Lesson 74 Exercises 12-15 <i>walk and talk</i> <i>Not scripted until Plus One Lesson 126.</i> <i>Plus Two begins with these sounds.</i>	The script calls for these words to be sounded out as irregular words. The sound combination should be underlined and directly taught.
Story Reading Delivery Change	<u>Level K</u> Lesson 140	<u>Level One</u> Lesson 86	Students no longer begin with, "Read each word on my clap." Instead, teachers begin with individual turns. IGNORE the scripts call to read the first three sentences as a group.
Frequently Missed Sounds	<u>Level K</u> Lesson 23 Lesson 38 Lesson 76 Lesson 131 Lesson 142 Lesson 152 Lesson 154	<u>Plus</u> K 119 FS 6 K 134 FS 15 I 22 I 77 I 88 I 97 I 99	r th w y oo wh qu



Tab Item	Signature	Plus	Notes
Two-Part Word	<u>Level 1</u> Lesson 36 Exercise 6	<u>Plus One</u> Lesson 131 Exercise 6	This format is delivered best when teachers prepare the lesson with post-em notes as part of preplanning.
Final –e Introduction	<u>Level 1</u> Lesson 40 <i>Teach the VCV packet.</i> <i>First final-e scripted is at lesson 48, task 5.</i>	<u>Plus One</u> Lesson 135 <i>Teach the VCV packet.</i> <i>First final-e scripted is at lesson 143, task 4.</i>	When teaching the Final-e tasks, the teacher should replace the script with the V-C-V lessons provided by ERI.
ou	<u>Level 1</u> Lesson 45 Exercise 6 <i>out, shout, loud and cloud</i>	<u>Plus One</u> Lesson 140 Exercise 6-10 <i>out, shout, loud and cloud</i>	
Orthography Change for Sound Combinations	<u>Level 1</u> Lesson 67 Exercise 11 <i>th</i> Lesson 72 Exercise 1 <i>sh</i> Lesson 76 Exercise 2 <i>ing</i>	<u>Plus II</u> Lesson 2 Exercise 12 <i>th</i> Lesson 7 Exercise 1 <i>sh</i> Lesson 11 Exercise 2 <i>ing</i>	In the earlier levels, these sound combinations were joined to promote the one sound one symbol relationship. These become disjoined over the course of these lessons.
Underlined Part	<u>Level 1</u> Lesson 81 Exercise 4	<u>Plus Two</u> Lesson 16 Exercise 4	The teacher should tap on the ball for the underlined part, not under the part. Then slash for the word.
Circled Five in Story Reading	<u>Level 1</u> Lesson 84	<u>Plus Two</u> Lesson 19	A circled five appears in the story. At this point, the students must read to the circled five with five errors or less. If students do not meet the criterion, they must re-read to the circled five.



